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Nursery Rhyme
READERS

Jack and Jill

Illustrated by Laura Huliska-Beith



 SCHOLASTIC



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went up the hill





a pail of water.



6

Jack fell down



and broke his crown,



and Jill came tumbling after.

Teaching Tips

To enhance children's reading experiences, use these tips as you introduce and share the Nursery Rhyme Readers.

Before Reading

Show the cover of the book and read aloud the title. Have children comment on the cover illustration and tell what they know about the nursery rhyme. Since nursery rhymes often contain unfamiliar vocabulary, skim the book and introduce any vocabulary that will help children's understanding of the story. For example, for *Little Miss Muffet*, discuss *tuffet*, *curds*, and *whew*.



During Reading

The first time through, read the nursery rhyme aloud from beginning to end to let children hear the rhyme, enjoy it, and get a feel for the language. On subsequent readings, help engage children in the reading process by following these suggestions.

- * Model reading for children by tracking a line of print from left to right, turning the pages, and using picture clues. Invite children to comment on the illustrations on each page.
- * Reread the story, asking children to listen for words that rhyme. Then read aloud again, this time stopping at words that rhyme and letting children chime in on them. Next, invite children to join in for a shared reading, pointing to each word as you read it.
- * Model strategies for decoding words, such as finding beginning sounds, using picture clues, and sounding out words.
- * Point out punctuation and capital letters. Discuss what symbols such as periods, commas, questions marks, and exclamation marks mean, and how they affect the reading of the rhyme.
- * Invite children to clap their hands along with you to the rhythm of the rhyme as you read aloud.

After Reading

Help children respond to the nursery rhyme by following these suggestions.

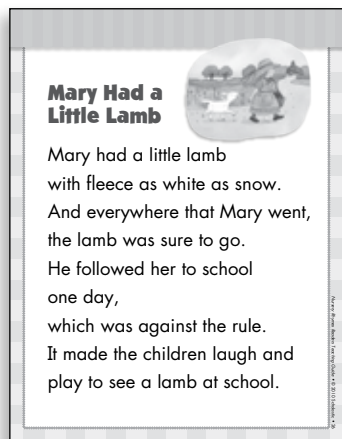
- * Ask questions to check for understanding. For example, after reading *Humpty Dumpty*, ask questions such as: *What happened to Humpty when he fell? Who tried to help Humpty after he fell? Why couldn't the king's horses and men put Humpty back together?*



- * Ask children if they liked the rhyme, and what they liked most or least. Have them retell the rhyme in their own words.

Using the Reproducible Nursery Rhyme Pages

After reading a nursery rhyme several times, give children a copy of the nursery rhyme reproducible to use for independent reading, for reading in pairs or groups, for classroom activities, and for sharing with family members. These pages are a great way to encourage repeated readings, develop fluency, and to do specific skill work.



Have children make a folder of the nursery rhyme pages. Provide a blank folder for children to title “My Nursery Rhymes,” and let them decorate it. Have them insert the nursery rhymes as they read them. They can also keep the Nursery Rhyme Reader Log in the folder, as well as activity sheets that they complete. Let children take home the folder to share with family members from time to time.

Have children follow along as you read the rhyme, tracking the print as you read. Ask them to underline or circle the rhyming words on their sheet. Also use the pages to have children identify specific letters, words with specific consonants, blends, vowel patterns, phonograms, and sight words. (You might wish to enlarge one copy of the rhyme and place it on an easel for children to see.)

Some of the lesson pages have specific suggestions for using the reproducible versions of the nursery rhymes.

Using the Lesson Pages and Reproducible Activity Pages

For each Nursery Rhyme Reader, use the activities on the lesson page found in this teaching guide to delve further into the areas of phonemic awareness, phonics, comprehension, vocabulary, reading, and writing. Each nursery rhyme includes a reproducible activity page specific to it. Spread the lesson and activities for each rhyme over several days.



Name Jack

Mary Had a Little Lamb
Write Your Own Story!

Mary's lamb followed her to soccer
practice.

What happened? It got the ball and
butted it into the goal.

Jack and Jill

Jack and Jill
went up the hill
to fetch
a pail of water.
Jack fell down
and broke his crown,
and Jill came tumbling after.



Jack and Jill

Learning With the Nursery Rhyme

See pages 6–7 for suggested ways to read and share the book with children. Then focus on the following activities.

What Does It Mean? Discuss what the word *fetch* means. *What are some words that mean fetch?* (*gather, get, go for, bring back, collect*) Discuss why Jack and Jill need to fetch water. Explain that some people don't have running water in their houses. Sometimes they go to a river or a well to get water and carry it back home. Next, guide children to understand that the word *crown* means Jack's head. Ask why Jack broke his "crown." (*He fell down the hill and hit his head.*) Ask children whether they think Jack really broke his crown or just hurt it. Discuss with children times when they may have gotten hurt and how they got better.

Act It Out! Have children make stick puppets using the templates on page 45. Cut out the patterns, glue them to cardstock, and then glue them to craft sticks. Have children color the puppets and use them to act out the rhyme as you read it aloud. Then, invite them to make up additional verses for the rhyme and to act them out. For example, have children think of different words to tell how Jack and Jill might get up the hill. Generate a list of action words for movement (*ran, hopped, biked, flew, hiked, jogged, leapt, marched, rolled, skipped, spun, tumbled, twirled*, and so on). Write the list on chart paper. Have children take turns acting out the verse with the new word while the rest of the class guesses the action and then says the rhyme.

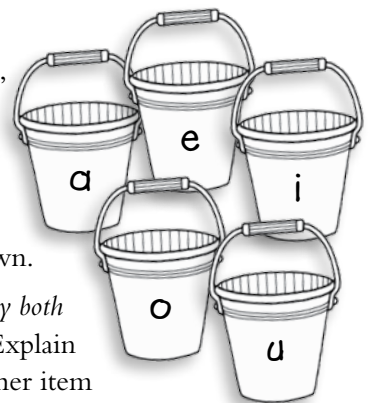
Short Vowel Toss Label five pails or pictures of pails with short vowels /a/, /e/, /i/, /o/, and /u/. Review the sounds each vowel makes, for example, /a/ is the sound in the middle of *Jack*. Have children listen as you say three words with one of the short vowels. Include words from the rhyme and others as well. For example: *Jill, hill, his*. Ask children to tell you which pail to toss the words in. Write the words on cards and have children toss them into the appropriate pails. Keep the sets for children to sort on their own.

Alliteration Circle Ask children what is the same about the names *Jack* and *Jill*. (*They both begin with the /j/ sound.*) Tell children you are going to take an imaginary trip on a jet. Explain that you will tell them one item that you want to take on the trip, and then name another item that begins with the same sound. Start with words that begin with /j/. For example, you say, "I'm going on a jet and I'm taking a *jaguar*." The next child then might say, "I'm going on a jet and I'm taking a *jaguar* and a *jar*." Continue until children run out of items whose names begin with /j/, then start the game again with another sound.

Guess My Word Distribute the reproducible version of the rhyme. Provide children with rhyming riddles and beginning and ending sound riddles. Have children guess the word and then circle it on the sheet. For example:

- It begins like *cry* and rhymes with *down*. (*crown*)
- It begins like *pet* and rhymes with *nail*. (*pail*)
- It begins like *jar* and ends like *pack*. (*Jack*)
- It begins like *hat* and ends like *will*. (*hill*)
- It begins like *fox* and ends like *catch*. (*fetch*)

Invite children to make up their own riddles for classmates to solve.



Jack and Jill, Act It Out!

